

## THE STUDY OF STUDENT ATTITUDES TOWARDS REFUGEE STUDENTS STUDYING IN VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOLS

MESLEKİ VE TEKNİK ANADOLU LİSELERİNDE ÖĞRENİM GÖREN MÜLTECİ  
ÖĞRENCİLERE YÖNELİK ÖĞRENCİ TUTUMLARININ İNCELENMESİ

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### **ABSTRACT**

According to the 2019 United Nations (UN) global migration data, about 272 million people worldwide, in other words, 3.5% of the world's population consists of international migrants. Almost every country has been affected by worldwide migration. The world has witnessed mass population movements, especially in the second half of the twentieth century. It is known that more than 175 million people have massively migrated during the last fifty-year period. As a result of the forced migrations of refugees, new country's and region's security and stability can be affected by changing the economic, social, cultural and political structures of the region. Due to its geographical location, Turkey opened its doors to migrants, protected those in need, and is also respected by the world. Turkey has had a thousand years old well-established migration tradition. Recently, as a result of increasing violent and intense social conflicts, political and military uncertainties, regional upheavals, etc., in the Middle East, quite a large number of people come to the borders of Turkey and seek asylum by fleeing the conflict areas of neighbouring countries such as Syria, Iraq, Iran, where Turkey is culturally and geographically has close borders. The issue of migration is at the top of the agenda not only in the states receiving migration, but also in all geographies where globalization is felt or experienced intensively, it also concerns everyone and every structure. The fact that Syrian citizens who started migrating in 2011 did not return to their countries and started settling in Turkey caused a difference in Turkish education policies. As the case in all societies, children are the weakest, most fragile and highest risk group in the migrant community. Schools are places where the dominant culture is acquired in terms of the social harmony of children. In this context, schools are seen as an important factor in terms of the integration of refugee students with society. In this study, in the 2021-2022 academic year the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in their schools were examined. For this purpose, Refugee Student Attitude Scale (RSAS) developed by Sağlam ve Kanbur (2017, p. 310) was addressed to 610 students studying in Vocational and Technical Anatolian High schools located in the central and districts of Çorum province. Results of the analyses showed that the students' attitudes which was grouped as communication, harmony and competence partially differ in terms of age, gender, grade level of the students and whether there are refugee students in the classroom.

**KeyWords:** Migration, Refugee, Vocational And Technical Education, High School Student

**ÖZET**

2019 Birleşmiş Milletler (BM) küresel göç verilerine göre dünya üzerinde yaklaşık 272 milyon kişi başka bir ifadeyle dünya nüfusunun %3,5'i uluslararası göçmenlerden oluşmaktadır. Hemen hemen her ülke dünya genelinde göçten etkilenmiştir. Dünya özellikle yirminci yüzyılın ikinci yarısında toplu nüfus hareketlerine şahitlik etmiştir. Son elli yıllık dönemde 175 milyondan fazla kişinin kitlesel olarak göç ettiği bilinmektedir. Mültecilerin yapmış olduğu zorunlu göçler neticesinde, gidilen ülkenin, bölgenin ekonomik, sosyal, kültürel ve siyasi yapılarını değiştirerek gidilen coğrafyanın güvenliğini ve istikrarını da etkileyebildiği görülmektedir. Türkiye, coğrafi konumu itibarıyla göçmenlere kapılarını açan, ihtiyaç duyanları koruma altına alan ve dünya kamuoyu tarafından da saygı duyulan bin yıllık köklü bir göç geleneğine sahiplik etmiştir. Son dönemlerde Ortadoğu'da, meydana gelen şiddet ve yoğunluğu gittikçe artan toplumsal çatışmalar, siyasi ve askeri belirsizlikler bölgesel karışıklıklar vb. sorunlar Türkiye'nin kültürel ve coğrafi olarak sınır ve yakın olduğu Suriye, Irak, İran gibi komşu ülkelerin çatışma alanlarından kaçarak, oldukça fazla sayıda insanın Türkiye sınırlarına gelmelerine ve sığınma talebinde bulunmalarına sebep olduğu görülmektedir. Göç konusu sadece göç alan devletlerde değil, küreselleşmenin hissedildiği veya yoğun olarak yaşandığı tüm coğrafyalarda gündemin ilk sıralarında yer almakta, herkesi ve her yapıyı ilgilendirmektedir. 2011 yılında göçe etmeye başlayan Suriye vatandaşlarının ülkelerine dönmeyerek, Türkiye'ye yerleşmeye başlaması Türk eğitim politikalarında farklılığa sebep olmuştur. Bütün toplumlarda olmakla beraber göçmen toplumunda da en zayıf, en kırılgan ve en yüksek risk grubunu çocuklar meydana getirmektedir. Okullar, çocukların toplumsal uyumu açısından baskın kültürün kazandırıldığı yerlerdir. Okullar, bu bağlamda mülteci öğrencilerin toplumla bütünleşmesi bakımından önemli bir faktör olarak görülmektedir. Bu çalışmada 2021-2022 eğitim-öğretim yılı Mesleki ve Teknik Anadolu Liselerinde öğrenim gören öğrencilerin okullarındaki mülteci öğrencilere yönelik tutumları incelenmiştir. Bu amaçla Çorum ili merkez ve ilçelerinde bulunan mesleki ve teknik Anadolu liselerinde öğrenim gören 610 öğrenciye Sağlık ve Kanbur (2017, p. 310) tarafından geliştirilen Mülteci Öğrenci Tutum Ölçeği (MÖTÖ) uygulanmıştır. Gerçekleştirilen analizler sonucunda iletişim, uyum ve yeterlik olarak gruplandırılan öğrenci tutumlarının öğrencilerin yaş, cinsiyet, sınıf düzeyi ve sınıfta mülteci öğrenci olup olmaması bakımından kısmen farklılık gösterdiği belirlenmiştir.

**Anahtar Kelimeler:** Göç, Mülteci, Mesleki ve Teknik Eğitim, Lise Öğrencisi

**1.INTRODUCTION**

According to the 2019 United Nations (UN) global migration data, about 272 million people worldwide, in other words, 3.5% of the world's population is made up of international migrants (UN, 2019, p. 1). Migration is defined as the geographical displacement movement of individuals from one place to another for a temporary period of time or completely to spend part or all of their future lives (Akkayan, 1979, p. 21).

Almost every country has been affected by migration throughout the world. The world has witnessed mass population movements, especially in the second half of the twentieth century. It is known that more than 175 million people have emigrated massively in the last fifty-year period (UN, 2019, p. 1). The issue of migration is at the top of the agenda not only in the states receiving migration, but also in all geographies where globalization is felt or experienced intensively, it also concerns everyone and every structure.

Turkey has hosted a well-established thousand-year migration tradition that has opened its doors to migrants due to its geographical location, protected those in need, and is also respected by the world public (Turkey Migration Report, 2016, p. 23). Increasingly violent and intense social conflicts, political and military uncertainties, regional upheavals, etc., in the Middle East recently, caused quite a number of people to come to the borders of Turkey and seek asylum by fleeing the conflict areas of neighboring countries such as Syria, Iraq, Iran, where Turkey is culturally and geographically close (Erdem, 2017, p. 28).

The people who have to change places for various reasons are defined as refugees or asylum seekers. Accordingly, a refugee is a person who has left the country of citizenship in order to settle in another country due to war or violence as the security of an individual, the person's family, a the society is threatened (Ehnholt and Yule, 2006, p.1197).

Individuals and groups arriving with international migration are in three different statuses as refugees, conditional refugees and secondary protection in articles 61, 62 and 63 of the Law on Foreigners and International Protection. These legal statuses differ in terms of access to services and rights (YUKK, 2013, p. 23-24). According to the Law on Foreigners and International Protection's article 61 (YUKK, 2013, p. 23) the refugee is defined as follows: Because of the events that have occurred in European countries; the refugee is rightly afraid that he will be persecuted because of his race, religion, nature, a certain social group belonging or political views; also he is outside the country of citizenship and cannot take advantage of the protection of this country or does not want to take advantage of due to above stated fear, or he is a stateless person outside the country of residence where he previously lived as a result of such events and cannot return there, is granted refugee status after status determination procedures".

According to the statistics of the General Directorate of Migration Management (2021), there are 3,655,057 Syrians registered with temporary protected status in Turkey. According to the data of 2021, there are a total of 1,732,345 of the Syrians, 832,444 of are women and 899,901 are men and those are children under the age of eighteen. As for the distribution of Syrians under temporary protection, Istanbul with 521,006 ranks first, Gaziantep with 449,945 ranks second, and Hatay with 436,264 ranks third. The number of Syrians under temporary protection in the province of Çorum, where the research was conducted, is 3,122 (General Directorate of Migration Administration, 2021, p. 1).

As a result of the forced migrations made by refugees, it is seen that the country of departure can also be affected in terms of security and stability in the geography due to changes in the economic, social, cultural and political structures of the region (Deniz, 2014, p. 177). The fact that Syrian citizens who started to migrate in 2011 did not return to their countries and started to settle in Turkey caused a difference in Turkish education policies (Özcan, 2018, p. 17-18).

Even if it was thought that Syrian citizens would have returned by 2014, granting Syrian students the right to enroll in public schools as the Turkish citizens and integrating them into education is an indication that Syrian refugees are a permanent part of society (Kılcan, Çepni and Kılınç, 2017, p. 1046). As the case in all societies, children constitute the weakest, most fragile and highest risk group in the migrant society (Emin, 2019, p. 14).

Schools are places where the dominant culture is acquired in terms of the social cohesion of children. In this context, schools are seen as an important factor in terms of the integration of refugee students with society (Kagnici, 2017, p. 1772). Refugee students are children of formal education age (5-18 years old) who have left their country for various reasons and have come to Turkey. The education of refugee students includes formal education given to children aged 5-18 (Karaagaç Cirit, Güvenç, 2019, p. 535-539). According to the data of the Ministry of National Education, the number of children under temporary protection who have access to education is 770,924 in the 2020-2021 academic year (Ministry of National Education, 2021, p. 4).

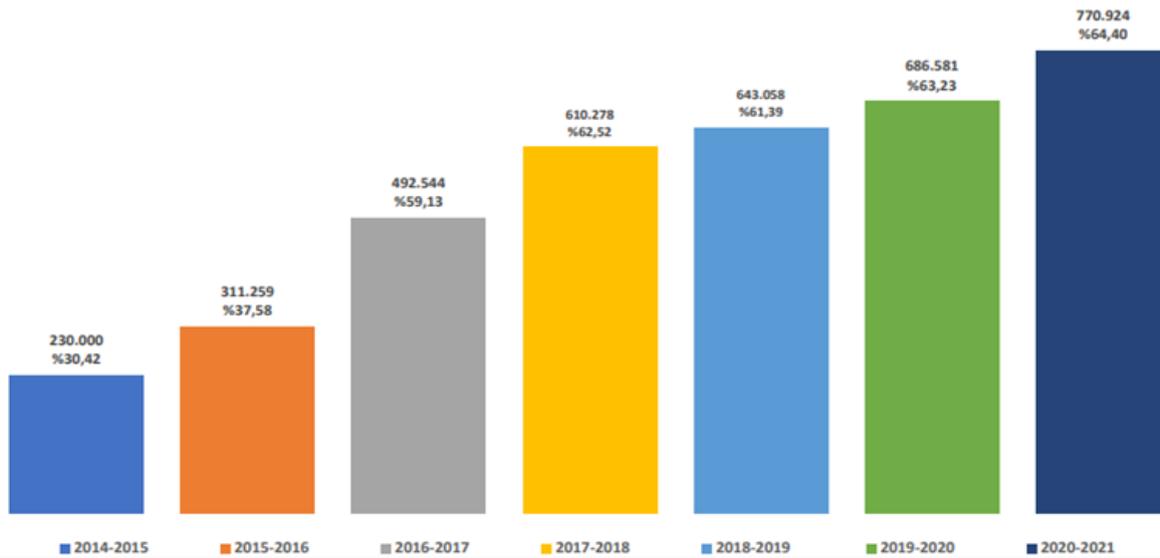
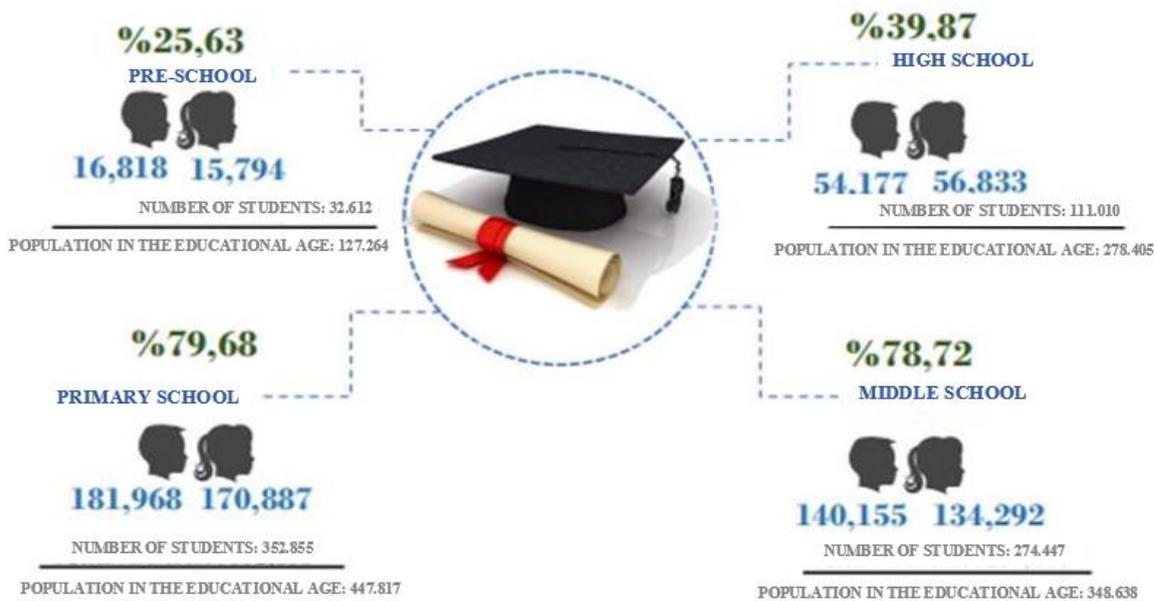


Chart 1: The number of students under temporary protection who have been provided access to education in Turkey by year (Ministry of National Education, 2021, p. 4).

According to the September 2020 data of the Directorate General of Migration Administration, there are 1,197,124 Syrian children at educational age. There are 759,807 students enrolled in the MEB e school system. There are 11,117 refugee students in YÖBİS (Foreign Student Information Operating System). 39.87% of these students are 56.833 women and 54.117 are men, in total 111,010 students are studying at the high school level (Ministry of National Education, 2021, p. 5-6).



Vocational and technical education is expressed the process of gaining the skills, professional habits, knowledge and attitudes required by a profession that is essential for personal and social life, developing a person in a balanced way with economic, emotional, mental and personal aspects (Şahinkesen, 1992, p. 691).

Before giving information about to the importance of professional and technical education, it is necessary to mention some basic concepts. These are;

"Vocational and technical high school education refers to the institutions; Vocational and Technical Anatolian High School, Vocational and Technical Education Center, Multi-program Anatolian High School, Special Education Vocational High School and Vocational Education Center".

"Vocational and technical education schools and institutions" refers to high school education institutions in the field of vocational and Technical Education giving Diploma with degree and certificate programs and document applied for every kind of formal and non-formal education institutions" (Korkmaz ve Tunç, 2010, p. 264 akt. MEB, 1986).

Vocational and technical education is of critical importance in terms of increasing the country's competitiveness, increasing employment and accelerating development. The critical importance here must be understood in all levels of society. In order to adapt to the technological developments of the age, necessary sensitivity to vocational and technical education in our country should be adressed (Sezgin, 1999, p. 195-196).

When the ratio of vocational education students to the total number of students is examined, it is seen that the proportion of students in developed countries is 65% and the proportion of students in general high schools is 35% (Aslan, 2004, p. 47). Since vocational and technical education has an important place in the development of countries, it is an educational field where harsh discussions are held on a global scale. Countries are revising, developing and transforming vocational and technical education according to the orientation and current state of their economies. From this point of view, each country reveals its own country realities with its vocational and technical education. The 2023 Education Vision presented by the Ministry of Education sets out a new roadmap for vocational and technical education in this respect that aligns with the realities of Turkey. With the 2023 Education Vision, Turkey envisages the construction of vocational education with a sector-sensitive and dynamic structure that is constantly updating itself in accordance with Turkey's priorities (Özer, 2018, p. 425).

In vocational and technical education provided today in Turkey, the Eleventh Five-Year Development Plan (2019-2023) has great importance (Eleventh Development Plan, 2019, p. 71-72). It is seen that there have been many studies conducted in Turkey regarding the education of refugees and students in recent years (Akman, 2020, p. 247; Sağın, Güllü, 2020, p. 86; Seçgin, Erten Özalp, 2020, p. 4215; Bilecik, 2019, p. 287; Karaağaç Cirit, Güvenç, 2019, p. 531; Keskin, Okçu 2019, p. 311; Koehler, Schneider, 2019, p. 1; Köse, Bülbül ve Uluman, 2019, p. 1; Palaz, Çepni, Kılcan, 2019, p. 1661; Acar Yurtman, 2018, p. 285; Ateşok, 2018, p. 284-291; Koçoğlu, Salur, 2018, p. 2428; RAM, 2018, p. 1-33; Safi Keykaleh, Jahangiri, Tabatabaie, 2017, p. 3; Kılcan, Çepni, Kılınç, 2017, p. 1045; Akalın, 2016, p. 3).

When the literature on the subject is examined, the studies in this field of vocational and technical Anatolian high schools for refugee students, in particular their attitudes are less than desired level and this research is aimed to contribute to this area. The fact that students studying at the Vocational and Technical Anatolian High School were selected for the present research has great importance.

The aim of the present study is to investigate student attitudes towards refugee students studying in vocational and technical Anatolian High Schools. It is expected that the present study, which has got a topic not been found in any research conducted in Vocational and Technical Anatolian High Schools aimed at determining student attitudes towards refugee students, will contribute to the literature. For the vocational education services that should be carried out for refugee students, identifying the problem and the solutions of these students has a great importance.

## 2.METHOD

The aim of the present study is to measure the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students studying at the same school. For this purpose, survey research method was used. The survey research method is aimed at describing a past or present event in its current form (Islamoglu and Alniçik, 2019, p. 101). The research includes vocational and technical Anatolian high schools located in the center and districts of Çorum province, and the population of the research consists of students studying in these high schools. The sample of the study consists of 610 students selected from these high schools by simple random sampling method. There are the following limitations at evaluating the results obtained in our study;

- The survey study only covers schools within the borders of Çorum province
- Due to the Deceleration of face-to-face education in schools during the Covid-19 pandemic period and the transition to distance education process and lack of time, it was not possible to reach a wider student participant.

In order to examine the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in the same school in terms of demographic characteristics, the following hypotheses were established;

Hypothesis 1. There is a significant difference in the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students (Hypothes1a: communication, Hypothes1b: harmony, Hypothes1c: competence) in terms of their gender.

Hypothesis 2. There is a significant difference in the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students (Hypothes2a: communication, Hypothes2b: compliance, Hypothes2c: competence) in terms of their age.

Hypothesis 3. There is a significant difference in the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students (Hypothes3a: communication, Hypothes3b: harmony, Hypothes3c: competence) in terms of their class level.

Hypothesis 4. There is a significant difference in the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students (Hypothes4a: communication, Hypothes4b: harmony, Hypothes4c: competence) in terms of whether there are refugee students in the same class or not.

At the survey's process of sampling students in Vocational and technical Anatolian high schools in the central districts and the province of Çorum, a scale which has been obtained from the relevant literature was distributed to a group of 15 students in the form of expressions in a questionnaire to test comprehension by the students. After, it was determined that the questions were understandable enough, the distribution of the questionnaire form was started. The questionnaire form was distributed to 1,000 people and 635 questionnaire forms were collected back. The distribution and collection of the questionnaires was carried out in a 3-month period in the 2021-2022 academic year. 25 of the questionnaire forms collected were determined to be filled out incorrectly or incompletely, thus were canceled and not included in the analyses. In the research, face-to-face survey method was used as a data collection tool. The analyses were conducted based on the answers given by 610 students. The participation rate in the survey is about 63,5%.

As a data collection method and tool; The questionnaire consists of 2 parts and a total of 28 questions was used. In the first part, students were asked about their age, gender, and whether there were refugee students in their classes and classes where they studied. These demographic characteristics were considered as independent variables of the study. In the second part, there are 24 statements aimed at measuring the attitudes of students towards refugee students.

The Refugee Student Attitude Scale (MÖTÖ) developed by Sağlam ve Kanbur (2017, p. 310) was used in the questionnaire form. This scale was also used by Terzi and his friends (2019, p. 476) and validity and reliability analyses were performed. At the stage of creating the scale, a 45-item item pool was used, but as a result of expert opinions and factor analyses, it received its final form consisting of 24 items. The scale consists of 3 sub-dimensions called Communication (11 items), Harmony (9 items) and Competence (4 items) (Table 1). These 3 dimensions constitute the dependent variables of the research.

Students were asked to respond to statements measuring their attitudes towards refugee students with one of the options I Disagree, I am Ambivalent, or I Agree. Likert-type responses on this scale were coded as 1= I Disagree, 2= I am Undecided, and 3= I Agree.

**Table 1.** The Refugee Student Attitude Scale

<b>Communication</b>
1. I would be happy to see refugee students in my classroom.
2. I make an effort to make friends with refugee students at school.
3. I would not take refugee students to our country if I could.
4. I would be happy for refugee students to learn our language
5. I believe that refugee students will comply with the school rules.
6. I am happy that refugee students have success in their courses.
7. I would like to take part in the assistance to refugee students.
8. It bothers me to share the same queue with a refugee student.
9. I help them because we are members of the same religion as refugee students.
10. I think refugee students will accustom us to bad habits.
11. I think that refugee students consider themselves privileged.
<b>Harmony</b>
12. I maintain my friendship with refugee students outside of school.
13. I help refugee students to promote the beauty of our country.
14. I take part in a group created to help the families of refugee students.
15. I think that refugee students are disturbing the peace of the school.
16. I like to help refugee students with assignments given at school.
17. I make an effort to teach my language to refugee students.
18. I would like to make friends with refugee students in my next education and training life.
19. I help refugee students to communicate comfortably with other students.
20. I like to introduce our country, the country, to refugee students.
<b>Competence</b>
21. I would like to take part in the same group with refugee students in the activities held in the classroom.
22. I don't want our teachers to treat refugee students like strangers.
23. I help refugee students adapt to school.
24. I don't like going to the same school as refugee students.

In the analysis process, quantitative research method was used and the data collected with the questionnaire were entered into the SPSS 22.0 statistical analysis program, the Missing Value Analysis was performed to examine whether there was a response left blank in the survey content and whether the responses were systematically distributed, and it was determined that there were no blank responses. In the process of data analysis, frequency analysis was applied first of all and the students participating in the survey study were grouped according to their demographic characteristics. The reliability level of the scale used in the questionnaire form was determined by examining Cronbach's Alpha coefficient. At the next stage, the attitudes of the surveyed students towards refugee students were compared in terms of their characteristics such as age, gender, and class. In the comparison process, difference tests were applied and Parametric or Non-Parametric Difference Tests were performed based on the observation numbers of the groups to be compared.

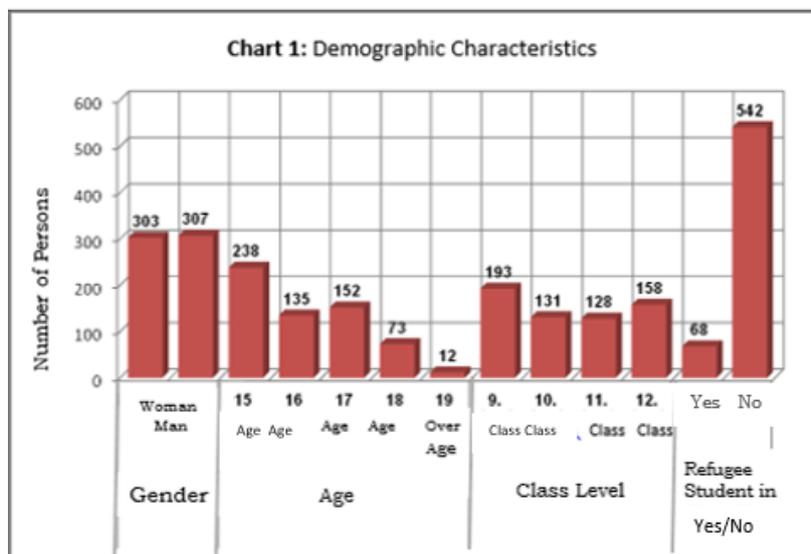
### 3.FINDINGS

**Demographic Characteristics:** The information about the students participating in the survey study is shown in detail in the table and graph.

**Table 2.** Demographic Characteristics

Demographic	Group	number	percentage
gender	female	303	49,7
	male	307	50,3
age	15 age	238	39,0
	16 age	135	22,1
	17 age	152	24,9
	18 age	73	12,0
	19 age yaş and above	12	2,0
class	9 <sup>th</sup> grade	193	31,6
	10 <sup>th</sup> grade	131	21,5
	11 <sup>th</sup> grade	128	21,0
	12 <sup>th</sup> Sınıf	158	25,9
There are refugee students in the class yes/no	yes	68	11,1
	no	542	88,9

As can be seen in Table 1 and Chart 1, 303 of the students who participated in the survey were female and 307 were male. The number of students expressing that they are 15 years old is 238 people, the number of students expressing that they are 16 years old is 135 people, the number of students expressing that they are 17 years old is 152 people, the number of students expressing that they are 18 years old is 73 people and the number of students who are 19 years old and older is 12 people.



**Reliability Analysis:** Cronbach's Alpha coefficient was examined to measure the reliability level of the Refugee Student Attitude Scale used in the survey study. The most important criterion for the implementation of the analysis is to decide on the reliability level of the variable measured according to the gap in which the Cronbach's Alpha value is located. This value;

- The scale is not reliable if it is less than 0.40
- The reliability of the scale is low if it is between 0.40-0.60 values
- The scale is quite reliable if it is between 0.60-0.80 values
- The fact that it is between .80-1.00 values indicates that the scale is very reliable (İslamoğlu ve Alnıaçık, 2019, p. 296).

The reliability coefficient (Cronbach's alpha) related to the general scale in the source where the scale was cited, it turned out to be, 91 and in the analysis applied for the sub-dimensions, the reliability coefficients were reported as, 88 for communication, 88 for harmony, and, 80 for competence.

The values obtained in this study are shown in the table below. The overall reliability level of the scale, which measures the attitude towards refugee students, was, 923. As a result of the analysis applied to the sub-dimensions, the reliability levels were, 758 for communication, ,870 for harmony and, 788 for competence. As can be seen, the reliability level of each dimension is sufficient to continue the analysis.

**Table 3.** Reliability Levels of the Refugee Student Attitude Scale

Variable	Cronbach's Alpha	Component number
<b>General attitude</b>	<b>,923</b>	<b>24</b>
Communication	,758	11
Harmony	,870	9
Competence	,788	4

**For comparison, according to the demographic characteristics of students, refugee students attitudes:** survey students' attitudes towards refugee students that participated in the study were compared in terms of age, gender, education options in their class and the presence of refugee students in their classes.

**Comparison of Students' Attitudes towards Refugee Students According to Their Gender:** Students' attitudes towards refugee students were compared according to their gender with the help of Independent Groups T-Test.

As can be seen from the table, there is a statistically significant difference in the attitudes of students towards refugee students in terms of their gender. The significance values for all three attitude dimensions were below the 05 significance level ( $p = ,000$ ). When the average responses of male and female students for the communication dimension were examined, it was found that the values of 2,3242 for women and 2,1364 for men were found, it is seen that women have a more positive attitude about communication compared to men. When the response averages of male and female students for the harmony dimension were examined, the values of 2,3336 for women and 2,0651 for men were found, and it was seen that women had a more positive attitude about hamony compared to men. When the average responses of male and female students for the competency dimension were examined, the values of 2,5446 for women and 2,2590 for men were found, and it was seen that women had a more positive attitude about competency compared to men.

According to these values, there is a significant difference in the attitudes of students towards refugee students in terms of their gender. Hypothesis 1A, Hypothesis 1B and Hypothesis 1C have been accepted.

**Table 4.** The Comparison of Attitudes towards Refugee Students by Gender

Attitude	Gender	N	Avarage	t	Significance (p)
<b>Communication</b>	Female	303	2,3242	5,956	<b>,000</b>
	Male	307	2,1364		
<b>Harmony</b>	Female	303	2,3336	6,382	<b>,000</b>
	Male	307	2,0651		
<b>Competence</b>	Female	303	2,5446	6,293	<b>,000</b>
	Male	307	2,2590		

**Comparison of Students' Attitudes towards Refugee Students According to Their Age:** At the stage of applying difference tests for age groups, the number of observations in age groups was first examined (Table 2) and found out that there was a significant difference between the number of group observations. For example, the number of students aged 15 years is 238 people, while the number of students aged 19 years and over is only 12 people. With the help of the Kruskal-Wallis Test, it was examined whether the attitudes were different or not, the results of the analysis are shown in the table below. As can be seen from the table, all of the statistical significance values showing the relationship between the variables were above the, 05 meaning level. There is no significant difference in the attitudes of students towards refugee students in terms of their age. Hypothesis 2 has been Rejected.

**Table 5.** Comparison of Attitudes towards Refugee Students by Age

Attitude	Age	N	Median Value	Test Statistics		
<b>Communication</b>	15 age	238	310,88	<b>Ki-square</b> 4,125	<b>sd</b> 4	<b>significance (p)</b> ,389
	16 age	135	320,86			
	17 age	152	300,95			
	18 age	73	275,99			
	19 age and above	12	263,00			
<b>Harmony</b>	15 age	238	299,23	<b>Ki-square</b> 5,395	<b>sd</b> 4	<b>significance (p)</b> ,249
	16 age	135	330,00			
	17 age	152	286,50			
	18 age	73	314,41			
	19 age and above	12	340,58			
<b>Competence</b>	15 age	238	298,85	<b>Ki-square</b> 2,796	<b>sd</b> 4	<b>significance (p)</b> ,593
	16 age	135	320,67			
	17 age	152	296,95			
	18 age	73	308,71			
	19 age and above	12	355,50			

**Comparison of Students' Attitudes towards Refugee Students According to the Class They are Studying**

**in:** During the measurement of students' attitudes in terms of the class they are studying in, the observation numbers in the groups were first examined (Table 2) and found out that there was a significant difference between the group observation numbers. For example, the number of students studying at 9 th grade was 193 people, while 128 of the respondents were from 11 th grades. With the help of the Kruskal-Wallis Test, it was examined whether the attitudes were different or not, the results of the analysis are shown in the table below.

The statistical significance value for the communication dimension, which is one of the attitude dimensions towards refugee students, was  $p=,006$ . There is a significant difference in the attitudes of students towards refugee students regarding communication. When the median values were examined, 11th grade students of the class have much stronger attitudes about communication compared to the students of other classes. The statistical significance value for the harmony dimension, which is one of the attitude dimensions for refugee students, was  $p= ,037$ . There is a significant difference in the attitudes of students. When the median values were examined, 11th grade students have much stronger attitudes about harmony compared to the students of other classes. As for the competence, which is one of the dimensions of attitude towards refugee students, it has been determined that there is no difference in terms of the class in which the students study. When the median values were examined, it was seen that the values were close to each other for the students in each class group.

There is a significant difference in the communication attitudes and adaptation attitudes of students towards refugee students in terms of the class in which they study. Hypothesis 3A and Hypothesis 3B have been accepted. There is no significant difference in the students' competency attitudes towards refugee students in terms of the class they are studying in. Hypothesis 3C has been Rejected.

**Tablo 6.** Comparison of Attitudes Towards Refugee Students by Grade Level

Attitude	Class	N	Meridian level	Test Statistics		
<b>Communication</b>	9. class	193	308,48	<b>Ki-square</b> 12,426	<b>sd</b> 3	<b>significance (p)</b> <b>,006</b>
	10. class	131	300,56			
	11. class	128	346,14			
	12. class	158	273,03			
<b>Harmony</b>	9. class	193	297,76	<b>Ki-square</b> 8,475	<b>sd</b> 3	<b>significance (p)</b> <b>,037</b>
	10. class	131	300,42			
	11. class	128	344,50			
	12. class	158	287,57			
<b>Competence</b>	9. class	193	291,84	<b>Ki-square</b> 5,397	<b>sd</b> 3	<b>significance (p)</b> <b>,145</b>
	10. class	131	295,40			
	11. class	128	335,01			
	12. class	158	306,65			

**Comparison of Students' Attitudes towards Refugee Students According to Whether there are Refugee Students in Their Classrooms:** A comparison was made between students' attitudes towards refugee students and whether there are refugee students in their classrooms, and as can be seen in the table, it was determined that there was a significant difference only in the attitude towards harmony ( $p= ,041$ ). Students who express that they are refugee students in their class have a more positive attitude towards harmony compared to those who are not. There is no significant difference in communication and competence attitudes towards students in terms of whether there are refugee students in the classroom.

According to these values, there is no significant difference in the communication and competence attitudes of students towards refugee students in terms of whether there are refugee students in their classrooms.

Hypothesis 4A and Hypothesis 4C have been Rejected. There is a significant difference in the harmony attitudes of students towards refugee students in terms of whether there are refugee students in their classrooms or not. Hypothesis 4B has been Accepted.

**Table 7.** Comparison of Attitudes towards Refugee Students According to Whether There are Refugee Students in the Classroom

Attitude	Refugee students	N	Line Average	U	Z	Significance (P)
<b>Communication</b>	Yes	68	329,47	16798,00	<b>-1,195</b>	,232
	No	542	302,49			
<b>Harmony</b>	Yes	68	346,54	15637,50	<b>-2,048</b>	<b>,041</b>
	No	542	300,35			
<b>Competence</b>	Yes	68	323,69	17191,00	<b>-,921</b>	,357
	No	542	303,22			

As a result of the above analyzes, the findings of hypotheses related to the study of student attitudes towards refugee students are listed below;

Hypothesis 1. There is a significant difference in the communication, harmony and competence attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in terms of their gender. Hypothesis 1A, Hypothesis 1B and Hypothesis 1C have been Accepted.

Hypothesis 2. There is no significant difference in the communication, harmony and competence attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in terms of their age. Hypothesis 2a, Hypothesis 2B and Hypothesis 2C have been rejected.

Hypothesis 3. There is a significant difference in the communication and harmony attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in terms of the class they study in. Hypothesis 3A and Hypothesis 3B have been Accepted. There is no significant difference in the competency attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in terms of the class they study in. Hypothesis 3C has been Rejected

Hypothesis 4. There is no significant difference in the communication and competence attitudes of students studying in Vocational and Technical Anatolian High Schools to refugee students in terms of whether they are refugee students in the same class or not. Hypothesis 4A and Hypothesis 4C have been Rejected. There is a significant difference in the harmony attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in terms of whether there are refugee students in the same class or not. Hypothesis 4B has been Accepted.

#### 4.CONCLUSION AND DISCUSSION

In this study, the attitudes of students studying in Vocational and Technical Anatolian High Schools towards refugee students in their schools were examined.

In the gender comparison, it is seen that female students have more positive attitudes towards refugee students compared to male students; they think more positively about communication, harmony and competence. There are similar studies on this subject. Keskin, Okçu (2019, p. 319) found that female students have more positive attitudes towards refugee students than male students in the attitudes of secondary school students. In a study conducted by Koçoğlu and Salur (2018, p. 2417), it was determined that girls have a more positive attitude towards the migration and refugee problem of the students of the faculty of education and theology compared to boys in their attitudes according to gender.

In the comparison made in terms of age, it was determined that there was no difference in the attitudes of the students towards refugee students in terms of their age. In general, students have the same attitudes towards refugee students in terms of communication, harmony and competence.

In the comparison made in terms of grade level, 11th grade students who study of the present study have more positive attitudes about communication and harmony compared to other students. In terms of competency, all students, regardless of their grade level, have the same attitudes towards refugee students. In their research conducted by RAM (2018, p. 23) and Keskin, Okçu (2019 p. 321), it was determined that the fact that students are at different grade levels does not affect their attitude towards refugee students. These two studies support the result of the research.

As a result of the examination conducted in terms of whether there are refugee students in the same class, it was found that students who have refugee students in their class develop a higher level of adjustment attitude compared to those who do not. In the comparison of communication and competence attitudes, there is no difference between those who have refugee students in their class and those who do not, and the Keskin, Okçu (2019, p. 322) research supports this result. In this study conducted on secondary school students, it was found that the attitudes of students in the classroom having refugee students are better than the attitudes of students not having refugee students. In their research conducted by Yiğit, Şanlı, Gökalp, (2021, p. 488), it was stated that the students good and pleasant behavior towards refugee students facilitates the adaptation of refugee students to school. In their study conducted by Terzi, Göçen and Altun (2019 p. 491), the adaptation of experienced teachers towards refugee students is higher compared to the teachers who do not have refugee students in their classrooms.

As a result of the analyzes carried out so far, it has been determined that the student attitudes grouped as communication, harmony in other words adaptation and competence partially differ in terms of the age, gender, grade level of the students and whether there are refugee students in the class.

## 5.RECOMMENDATIONS

Suggestions that can be made to reduce the problems experienced by refugee students in the field of education are presented below.

- More comprehensive project studies can be carried out to improve the attitudes of students towards refugee students.
- Project on language learning can be carried out for refugee students, and the opportunities in this regard can be further increased.
- \* Seminars, panels, conferences, etc. aimed at raising teachers' awareness in cooperation with Provincial Directorates of National Education and Universities in the context of educational activities aimed at improving student attitudes can be conducted.
- In order to eliminate the negative attitudes and prejudices of Vocational and Technical Anatolian High School students towards refugee students, various educational and sports activities can be organized to increase the interaction of refugee students with other students in the classroom.
- This research is limited to the province of Çorum. It can be carried out in different provinces and regions.
- The attitudes of the institutions and organizations in which refugee students of vocational and technical Anatolian high schools work as interns can be examined and their reflections on business life can be studied.
- Projects can be developed for refugee students by the General Directorate of Vocational and Technical Education of the Ministry of National Education.

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